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ABSTRACT

A project was conducted at Central College of the Houston Community College System to provide office skills training to students with developmental disabilities so they can obtain employment as office assistants in the community. The Office Occupations Certificate Program was designed for this purpose. Students involved included those with mental retardation, autism, cerebral palsy, hearing impairments, blindness, and other disabilities. Students took the same courses that already existed in the college, with more support, guidance, reasonable accommodations, and a change in the pace of instruction. An internship was arranged after successful completion of the eight courses. Thirty-three students were enrolled in the program, with most in the process of completing their last course and preparing for an internship at the end of the project. All graduates secured internships, and a new course was scheduled to be conducted beginning the following fall. A business advisory council was formed and helped in preparing the program and in securing internships for the students. This packet includes course syllabi for the eight courses of the program, each of which includes course descriptions, course objectives, texts and required reading lists, assignments, and evaluation methods. The courses are: Business English; Filing and Records Control; Business Calculations; Office Practice I; Secretarial Office Practice II; Human Relations; PC Fundamentals; and Typing I. Also includes: student profile forms; a short student handbook and student progress reports; press releases and news articles; flyers, agendas, and activities; lists of advisory board members and copies of correspondence; proposed bylaws; and advisory board minutes.) (KC)

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ED 395 191

Texas Higher Education Coordinating Board
Carl Perkins Discretionary Grant

FINAL REPORT
1993-1994

PROJECT NUMBER: 44140007

HCCS/Central College
Department of Model Programs/
Services to Students With Disabilities

Office Occupations Certificate Program
For
Students With Developmental Disabilities

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EXECUTIVE SUMMARY

PURPOSE: To provide office skills training to students with developmental disabilities so they can obtain employment as offfice assistants in the community.

OBJECTIVES MET: 1. To offer an Office Occupations Certificate Program for students with developmental disabilities. 2. To provide job readiness training and begin Job Placement assistance. 3. To serve as a pilot project and to share objectives with the college consortium statewide. (A one-year certificate is awarded to students upon completion of 960 clock hours of course requirements and a 10 wk. internship.)

OBSTACLES: Financial, and attitudes towards students with disabilities accessing the community college system, lack of adaptive and technical equipment to accommodate students with disabilities, and the lack of funding to purchase the needed equipment.

COMMUNITY AGENCY PARTNERSHIPS: Region IV/TEA, TRC, The Arc of Greater Houston, HISD, MHMRA/Adult Institute, Easter Seals, HCIL.

JOB DEVELOPMENT/PLACEMENT: Job development and follow-up is crucial to the success of this program. Job coaches will continue to be needed to monitor and train the students at their job internship sites.

PROPOSED IMPACT: This program served as a statewide model incorporating partnering activities that include local agencies, institutions of higher education, parents, students, and a broad-based advisory committee. It has significant impact for remedying student difficulties in successfully moving into, and through, vocational/technical programs and on, into the job market. (33 students were served)

PROJECTED NEEDS: The need for job coaches and a full-time job developer to monitor students at their job sites is of significant importance. The budget is limited, and we will need to look for further funding to accommodate our students and to continue to provide adequate services.(However, Central College is dedicated to providing a program of higher education for this population.)

The mission of the Office Occupations Certificate Program is to provide office skills training to students with develomental disabilities so they can obtain jobs as office assistants within the community. The Houston Community College System has a strong commitment to meeting the vocational, technical, and educational needs of diverse populations. This includes students with mental retardation, as well as those with autism, cerebral palsy, hearing impairments, blindness, and other disabilities.

In an effort to fill the gap between high school and employment in the community, Central College has designed the Office Occupations Certificate Program specifically for this population. Students take the same courses which already exist, and we give them more support, guidance, reasonable accommodations, and a change in the pace of instruction. One bonus which we offer is an internship after successful completion of the 8 courses. This gives them experience working in an office in the community before they apply for employment.

OBJECTIVES: 1. To offer an Office Occupations Certificate Program to students with developmental disabilities.
2. To provide real hands-on job readiness training, and assist with job placement.
3. To serve as a pilot project to share objectives, final report, and assist with setting up similar projects state-wide.

All objectives have been met and will continue as the goal of our program at HCCS/Central College, Department of Model Programs.

TIMELINES: (See attached Operational Format in Appendix)
All timelines were met in a reasonable time frame. This program is currently still in progress. Students are completing their final course and will begin their internships in October. Graduation will be in early January, 1995 and 30 internship placements have been secured. A new course will begin again this Fall, November 7, 1994. We will enroll 25-30 students with approximately 12-15 students per class/Instructor.

NUMBER OF STUDENTS SERVED: There were 33 students served in the program from November 4, 1993 - July 30, 1994.
Currently enrolled: 26 (17 will graduate in Winter) Another 9 will return in the fall and complete the next set of courses. These 9 students began the program in the spring quarter. Approximately 20 new students will enter the program this fall, while the 17 are completing their internships. Only 7 students withdrew; 3 For health reasons and will return in the fall. Two are attending LIFE SKILLS, AND 2 withdrew for personal reasons.

STAFF: Dénnis Heller, Coordinator, Model Programs & Services To Students With Disabilities
Fred Woolridge, Assistant Dean of Vocational/Technical Educ.
Carolyn Jordan, Department Head/Office Occupations
Sue Moraska, Project Manager
Linda Madzia, Job Developer
Robert Sims, Instructor
Raymond Veal, Instructor
Pam Brown, Lab Assistant
Stephanie Mehall, Lab Assistant
Secretary, Jolin Matthews
Dr. Martin Houg, Counselor

CURRICULUM: The curriculum was not modified, it is the same that is used in the Office Occupations Department. However, the time spent on topics and the teaching techniques were modified to reasonably accommodate the students. Each course Syllabus was carefully reviewed to adjust the pace of each topic. When a student was unable to pass a class, a certificate of participation was given if all the requirements were completed. (Only a few students received a F or D in any course.) More than 5 students received at least one A each Quarter. (See copies of course Syllabi in folder.)

COURSES OFFERRED:

*TYPING I
*OFFICE PRACTICE I &II
*BUSINESS CALCULATIONS
*FILING
*PC FUNDAMENTALS
*BUSINESS ENGLISH
*HUMAN RELATIONS
*INTERNSHIP (10 WEEKS)
*JOB READINESS TRAINING

REASONABLE ACCOMMODATIONS PROVIDED:

Notetakers
Magnifying sheets
Tape recordered lessons
SPECIAL TESTING ACCOMMODATIONS (Untimed tests, exams in separate rooms, large print tests and handouts)
Oral presentations of written work
Tutors, and tutorial services
TESTS DESIGNED TO ACCOMMODATE THE STUDENT (VARIED TYPE, ORAL)
LAB ASSISTANTS IN CLASSROOM TO ASSIST ONE-ON-ONE WHEN NECESSARY
Calculator in Math

SPECIAL SEMINARS IN THE FOLLOWING AREAS:
SOCIAL ADJUSTMENT, HYGIENE, JOB READINESS, HUMAN RELATIONS, STUDY GUIDES, HANDOUTS, VISUALS: DEVELOPED BY INSTRUCTORS/LAB ASSTS.

ADVISORY BOARD: Developed in November, 1993 (SEE LIST OF MEMBERS IN APPENDIX) **BY-LAWS:** Proposed by-laws were drawn up and adapted from the Life Skills Advisory Board. Our board assists both programs: Life Skills & Office Occupations, since Life Skills serves as a preparation course for Office Occupations.

GOALS: To offer guidance and support to the program with regard to curriculum, internships, community support, financial contributions, scholarship funds

ACTIVITIES: Luncheon(BAC), MetroLift Open Forum, ADA workshop, Evaluation

MEETINGS HELD: 4 (November 18, 1994, February 3, 1994, March 1, 1994, April 7, 1994, and June 9, 1994) Committees met more often to plan activities.

BUSINESS ADVISORY COUNCIL (BAC): This was set up after our successful Business Luncheon to recruit employers for our focus group. Approximately 25 employers attended the luncheon, 50 were invited, and all received a survey to fill out. All surverys were returned and 15 employers were chosen to be a part of the BAC. These are those employers who have agreed to become an internship site and/or donate to the program. Our Job Developer is continuing to recruit new job sites on a weekly basis. All of our 17 graduates have secured internship sites. The BAC will also assist our Advisory Committee this Fall with fundraising to set up a scholarship fund for students who need financial assistance.

GENERAL COLLEGE SERVICES PROVIDED TO STUDENTS:

*Students receive reasonable accommodations in accordance with the Americans With Disabilities Act.
*Assisted registration/Financial Aid application
*College placement testing]
*Note takers
*Counseling
*College Orientation
*Development of Individual Profiles
*Adaptive equipment
*Advocacy with instructors
*Other accommodations as appropriate and necessary to equalize educational opportunities

STAFF INSERVICES AND WORKSHOPS OFFERRED:

November 30, 1993 - Seminar on Services for Students With Disabilities: Should Students With Developmental Disabilities Be Allowed Access To The Community College System? (A professional panel)

April 12, 1994 - ADA Conference: Beyond the ADA, solutions that work for students. (Statewide conference)
Houston MetroLift Open Forum (See flyer and agenda inserted in folder.)

May 19, 94 - Appreciation Tea to honor those individuals who have continuously shown support to "Model Programs."

Fifteen monthly inservices were given by the Department of Model Programs to inform the various departments within the College of our services and needs of students with disabilities.

JOB DEVELOPMENT COMPONENT: JOB DEVELOPER- Linda Madzia
The Job Developer's role is to prepare the students in job readiness areas by presenting seminars, completing personal profiles, interviewing and giving career assessments of each student, securing internship sites, marketing the program to prospective employers, evaluating and monitoring student progress, and counseling students on career choices. The responsibilities of this position warrant the addition of a full time position in this area. Public speaking by the job developer in the public sector, was comprehensive, and the job developer also served as the Vice-Chairperson of the Advisory Committee and facilitated all its activities.

INTERNSHIPS SECURED: 17 for Fall (October 1, - December 9, 1994)
*ARC of Greater Houston - Lynnne Cleveland (President)
*Smarketing Business Systems- Dwain Wilson, President
*Studio Milano- James Smith, President
*HCIL- JoAnn Long (Director of Services)
*March of Dimes- Anna Castillo (Volunteer Coordinator)
*U.T. Health Science Center- Dr. Kay Lewis
*Lee High School- James Claypool, Principal
*HCCS/Project SOAR- David Cross
*City of Houston- Gretchen George
*Diamond Shamrock- Shirley Russ
*Administaff- Gary Slay, Manager
*The United Way- Barbara Busby
*Office of the Attorney General- Lori Wiltz
*University of Houston- Karen Waldman
*HCCA/Child Lab- Karen Hughes, Director
*Harris County Juvenile Dept.- Paul Marcus
*T.I.R.R.- Nita Weil, Director of Volunteers
*Houston Proud- Betty Wardwell, Executive Director
*Center for the Retarded- Richard Gruen, Director Adult Training
*Goodwill Industries-J.D. Granger, Placement Specialist
*TRC- Mike Schepperly, Area Manager/Advisory Committe Member
*Houston Mayor's Committee- Jack Emmett, Chariperson
*Enron Corporation- Paul Gonzales

EVALUATION RESULTS: (See copy of evaluation in appendix)
Evaluations were given to all advisory committee members, Office Occupations Staff, College Administrators, and students to equal the dissemination to participants in the program.

Advisory Committee & College Administrators 21
Office Occupations Staff 7
Students- evaluation will be given during the last week of the final course.

Of the 28 evaluations given out 25 were returned.
Comments: Did the program provide for statewide impact? 25-Yes
Does this program support the improvement of technical and vocational education? 25-Yes
Were objectives met in a timely manner? 25- Yes
Were activities consistant with the objectives? 25- Yes
How effective were the objectives at meeting the student's needs? 25- VERY,
Below are some obstacles and suggestions written on the comment section of the evaluation.

Obstacles: Funding issues, negative attitudes toward students with disabilities, different levels of student abilities, a few moderate behavior problems, screening procedure not comprehensive enough.

Some obstacles were aleviated by: Revising the screening procedure to enable recruitment of students who are more appropriate. Research will continue to find other funding alternatives so we can employ lab assistants, job coaches, a job developer/Full time, and clerical help. Attitudes have changed somewhat because of our seminars throughout the college. However, this will continue to be a concern, and a goal to work on.
Successes: A majority of students were able to complete the courses with fair or better grades. Self-esteem appears to have been raised. Awareness of the needs of students with disabilities has been raised. Internships were secured, Advisory Committee and BAC were formed, TRC and financial aid assistance available for the students. Central College administration has commited to continuing this program, even though further funding was denied

Suggestions: The need to bring internships and jobs as a primary goal. A secondary goal should fundraising and public relations in the community. Job Coaches to assist the Job Developer. (This population requires alot of individual assistance for placement success.) Job Developer role to become full time. Smaller class size (12 max) More money budgeted for staff salaries and equipment (if another grant).

Community Partnerhips: The following is a list of partnerships made within the community.

Region IV - Barbara Eperson serves on our Advisory Committe and has given us assistance with materials, curriculum, and donated two computers.

MHMRA/Adult Institute- Supplies us with an MHMRA liaison to work with MHMRA consumers and to supervise their interns. She also works closely with our Job Developer to assist students with Job Placement.

HISD- Carolyn Guess and Norma Young, have a strong commitment to our program. They have referred students and are currently conducting a program in cooperation with our Department, which will help mainstream future students into Office Occupations. They also serve on our Advisory Committee.

Easter Seals, "Unlimited Potential"- Lynn Pudney, Director and serves on our Advisory Committee also, refers students to our program.

TRC- has assigned a liaison counselor, serves on our Advisory Committee.

The ARC of Greater Houston- Lynne Cleveland

Staff Development and Meetings Held: Weekly meetings were held with the Office Occupations staff. (Novemer 7, 1993- July 30, 1994.) Monthly meetings were held with Program Manager and Administrators involved. Advisory Committee meetings were held as scheduled. Sub-committees met more often to accomplish their goals. (See agendas and minutes in appendix). Fifteen seminars were given to various departments in the college to inform them of services provided by Model Programs and to sensitize them and educate them to the needs of students with disabilities and the ADA.

Individual Conferences with students:

Total Project Manager: 79
Total Instructors: 80
Total Lab Assistants: 40
Total Job Developer: 65

Screening process: Intake Interview Process: (See Appendix) The intake process was revised to be more efficient. Students need to be able to handle course work at a 6th grade reading level, 4th grade Math level or higher. They need to be able to function independently. Students who were functioning lower than this have had considerable difficulty. We suggest that students who may not be ready for this program enroll in the Life Skills Program for one year. This will better prepare them socially and academically.

Orientations: Two orientations were held; one in the Fall, and one in the Spring: August 24, 1994 , March 4, 1994. Registration was held at this time and tours were given. Students received packets of information concerning the college, program and its services. Agencies were on hand to answer questions: TRC, MHMRA, The Arc of Greater Houston, Financial Aid representative.

Support Group started: Our Lab Assistant, Pam Brown, coordinated and facilitated a Support Group for our students. Approximately seven students attended weekly one hour sessions. Purpose was to vent stress, address personal concerns, promote friendships, discuss personal problems and assist with problem solving.

Dissemination: At the ADA Conference, given by Model Programs and the Coordinating Board, project information was shared with all participants and representatives from colleges throughout the state. We will mail the final report to all colleges in the consortium who request information.

APPENDIX

August, 1994

CENTRAL COLLEGE
DEPARTMENT OF MODEL PROGRAMS
LIFE SKILLS/OFFICE OCCUPATIONS

INTAKE PROCEDURE

Any student interested in enrolling in either, the Life Skills or Office Occupations program must first:

1. Make an appointment with a counselor in the Model Programs Dept. by calling 630-1865 or 630-1864 for an intake interview. (This is to fill out initial forms, turn in documents)

2. After this interview, the student will be informed that their name and phone number will be referred to Sue Moraska with a recommendation from Dr. Houg, as to the appropriate placement in either Life Skills, or Office Occupations.

3. They will receive a phone call from Ms. Moraska within five working days. An appointment will be arranged between the prospective student and Ms. Moraska at this time. Admission procedures, registration, etc., will be explained during this appointment.

4. All students must attend the Orientation/Registration to be held directly preceding each semester. Fall Orientation is scheduled for Friday, August 26, from 1:00-3:00, in the JBW Building, Room 125. *Students who can not attend Orientation, must make an appointment to come in earlier to register and pay tuition. Call Sue at 527-3522.

5. *Tuition is set at $168 per semester for the 1994-95 year. Graduation is held in May, after the successful completion of Fall/Spring semesters. If the student has a TRC counselor, the student should request that his/her counselor contact Sue Moraska. (TRC may be able to provide financial assistance in the form of tuition and books.)

**For further information call Sue Moraska at 527-3522. (Our office is in the JBW Building at 1301 Alabama, Room 101-d. The classroom is also in the JBW Building in Room 102.)

Texas Higher Education Coordinating Board
Grant ApplicationProgram
Year 1993-1994
Part C: OPERATIONAL FORMAT

GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES	PERSON RESPONSIBLE
1. To offer an Office Occupations Certificate Program to students with Developmental Disabilities	1.1 Plan for and hold meetings with TRC counselors, advisory board and MHMRA	1.1.1 Minutes and list of counselors on file.	7/15/93	Project Manager
	1.2 Develop long term and short term action plan	1.2.1 Action plan developed and on file	7/20/93	Project Manager, Advisory Board
	1.3 Link with other colleges for input on curriculum and needs assessment	1.3.1 List completed. Mailing labels on file	7/20/93	Project Manager
	1.4 Identify program contents and obtain approval from Texas Rehabilitation Commission	1.4.1 Letter of intent obtained and filed	8/1/93	Project Manager
	1.5 Hire instructors/Project Staff	1.5.1 Contracts signed	8/15/93	College Administration/Coordinator of Model Programs
	1.6 Curriculum content completed	1.6.1 Certificate plan approved	8/24/93	Project Manager, Project Staff, Advisory Board
	1.7 Courses outlined	1.7.1 Completed course outlines on file	8/24/93	Project Manager and Staff
	1.8 Selection criteria outlined	1.8.1 Criteria accepted	7/15/93	Project Manager/Advisory Board
	1.9 Recruitment begins	1.9.1 Students selected, intake interviews held, folders on file	8/10/93	Project Manager, Staff, Agency referrels

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GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES	PERSON RESPONSIBLE
	1.10 Public information, news releases written, brochures developed	1.10.1 News releases, brochures completed	7/15/93	Public Relations Dept., Project Manager
	1.11 Facilities designated	1.11.1 Facilities modified to meet student needs	8/15/93	Administrative Staff
	1.12 To use existing equipment in the Business Careers Division	1.12.1 Equipment in place for students	8/15/93	Vocational/Technical Department Head, Project Manager
	1.13 Evaluation of students and Program	1.13.1 Pre and post testing of students	Ongoing	Project Manager, Job Developer
		1.13.2 Internal evaluation of student program		
		1.13.3 External evaluation through advisory committee (quarterly)	10/3/93 1/5/94 3/31/94	
	1.14 Tracking of students for 5 years	1.14.1 Statistics compiled on each class by project manager in collaboration with MHMRA, TRC, Advisory Board, Employers	3/24/98	Project Manager

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GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES	PERSON RESPONSIBLE
2. To provide real hands-on job readiness training and assist with job placement	2.1 Evaluate and assess career goals	2.1.1 Interview students,career exploration,evaluate and assess career goals	October, 1994	Job Developer/Counselor, Project Manager
	2.2 Grooming and personal hygiene	2.1.2 Administer Interest Inventory tests i.e. Strong-Campbell, Myers-Briggs, SIGI, Discover	October, 1994	Job Developer/Counselor, Project Manager
	2.3 How to Dress for the Work Place	2.2.1 Guest speakers, seminars.	Fall Semester 1994	Job Developer/Counselor
	2.4 Office Etiquette	2.3.1 Guest speakers, field trips to purchase clothing,seminars	Fall Semester 1994	Job Developer/Counselor
	2.5 Communication Skills	2.4.1 Seminars to include: Work ethics, Social graces, Organizational structure, How to get along with co-workers, supervisors	Fall Semester 1994	Job Developer/Counselor
	2.6 How to fill out employment applications	2.5.1 Seminars on topics to include: verbal, non-verbal cues, documenting work, writing	Fall Semester 1994, On gong	Job Dev eloper/Counselor
	2.7 Interviewing Techniques	2.6.1 Sample job applications, training on how to fill out applications	Spring Semester 1994	Job Developer/Counselor
	2.8 Resume Writing	2.7.1 Seminars, mock inteviewing, video tape students, provide feedback	Spring Semester 1994	Job Developer/Counselor, Instructors, Project Manager
	2.9 How to set & meet dead-\ lines in the workplace	2.8.1 Seminars on Resume writing workshops, provide computors to print resumes	Spring Semester 1994	Job Developer/Counselor, Project Manager
	2.10 Develop jobs	2.9.1 Seminars on Time Management & prioritizing	Spring Semester 1994, On going	Job Developer/Counselor, Instructors
	2.11 Job Placement	2.10.1 Meet with employers & conduct needs assessment, Contact local employers to market students for job placement, form a focus group of potential employers	October, 1994-December 1994	Job Developer/.Counselor, Project Manager
		2.11.1 Assist students with job placement for Practicum & permanent employ ment with assistance from MHMRA Supported employment, and TRC counselors	May, 1994, On going	Job Developer/Counselor, Project Manager, Advisory Board, MHMRA job coaches, TRC counselors
		2.11.2 Provide long-term follow-up and support to monitor needs of employers &	September1994-1998	Project Manager, staff, Advisory Board, MHMRA

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GOALS	OBJECTIVES	PERFORMANCE MEASURES	TIMELINES	PERSON RESPONSIBLE
3. To serve as a pilot project to share objectives of program and assist with setting up similar projects state-wide.	3.1 Conduct a needs assessmentwith other colleges, rural &urban statewide.	3.1.1Survey 40-50 colleges and document results, letters on file from all colleges demonstrating support or interest in developing similar programs.	6/30/93	Project Manager, staff.
	3.2 Share methods and information developed concerning Office Occupations Program, and issues relating to Students With Developmental Disabilities with other colleges statewide.	3.2.1 Conduct seminars, workshops in collaboration with MHMRA, ARC, TRC, HCIL, and North Harris Montgomery County Community College District to sensitize faculty and staff of other colleges to needs of students with disabilities, and to assist & train employers on issues relating to ADA and disabled populations.	Begin in Spring Semester and conduct seminars through Fall 1994	Project Manager, staff, Advisory Board, MHMRA, Director of Houston Center for Independent Living (HCIL),and Model Programs Department.
	3.3 Serve on advisory board for North Harris Montgomery County Community College to assist with program curriculum and development.	3.2.2 Write a comprehensive end-of-year report and share with colleges, and agencies state-wide.	June30, 1994	Project Manager, secretary, project st aff.
		3.2.3 Speak at seminars, workshops, agencies, locally and state-wide.	May 3, 1994- On going	Project Manager, Model Programs Coordinator
		3.3.1 Minutes of board meetings on file.	Sept.-June 1994	Project Manager

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DEPARTMENT OF MODEL PROGRAMS/OFFICE OCCUPATIONS
1993-94

PROGRAM EVALUATION

Did the program provide for statewide impact? Yes or No

Does this program support the improvement of technical and vocational education? Yes or No

Were objectives met in a timely manner? Yes or No

Were project activities consistent with the objectives? Yes or No

How effective were the objectives at meeting the student's needs? Very Somewhat Not effective

Explain: _____

_____

_____

Were obstacles dealt with effectively? Yes or No

List some, if any: _____

_____

How could some of these obstacles be avoided next year?

_____

_____

Was the size of the class (Student/teacher ratio) appropriate for this population? Yes or No

Should the class size be reduced? Yes or No

Were appropriate linkages established with the community? Yes or No

Was the budget adequate to meet the needs of the project? Yes or No

Suggestions for next year regarding funding/budget: _____

_____

_____

What are some suggestions for Job development and placement for next year?

_____

_____

Do you feel the Job Developer position needs to be full-time? Why?

_____

_____

Were internships secured? Yes or No

Were seminars on Job Readiness held as scheduled? Yes or No

Suggestions for Advisory Board for next year: _____

_____

_____

HOUSTON
COMMUNITY
COLLEGE
SYSTEM

OFFICE
OCCUPATIONS
DEPARTMENT

SYLLABUS

BUSINESS ENGLISH -- OFOC 1005

INSTRUCTOR NAME: _____ START DATE: _____

STUDENT NAME: _____ END DATE: _____

This course is designed for students with developmental disabilities.

COURSE DESCRIPTION

A review of English grammar, punctuation, spelling and the basic skills and principles needed to prepare written communications that meet business standards. 78 clock hours.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Identify, define, and learn the rules for usage of the eight parts of speech (noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection)
2. Identify and define sentence types.
3. Identify and define sentence structure.
4. Recognize punctuation errors and learn the correct usage of all punctuation marks.
5. Describe, form, and organize paragraphs.
6. Spell and define commonly used words.
7. Identify and use standard references and resources.

TEXTBOOK

Easy Business English. Thomas R. Mockaitis, Paradigm, 1991.

REFERENCE MATERIAL

Webster's New Collegiate Dictionary

EVALUATION AND GRADING

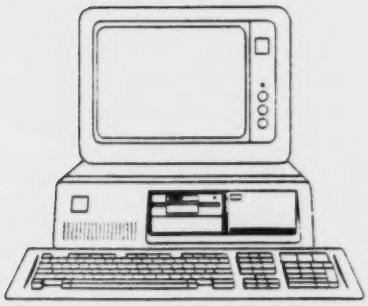
Evaluation is based upon attendance, class participation, completion of assignments, chapter tests, and a final examination.

A = 90 - 100	Attendance	10%
B = 80 - 89	Class Participation	10%
C = 70 - 79	Chapter Tests	60%
D = 60 - 69	Final Exam	20%
F = Below 60		

Assignments

Week	
1	Introduction Chapter 1: Nouns
2	Chapter 2: Verbs Chapter 3: Simple Sentences Chapter 4: Verb Tense
3	Chapter 5: A Special Verb: Be Chapter 6: More About Verb Tense
4	Chapter 7: A Final Word on Verb Tense Chapter 8: Verbs That Break the Rules
5	Chapter 9: Helping Verbs Chapter 10: A Review of Simple Sentences
6	Chapter 11: Noun Modifiers Chapter 12: Adverbs
7	Chapter 13: Compound Subjects and Verbs Chapter 14: A Review of Simple Sentences
8	Chapter 15: Compound Sentences Chapter 16: Complex Sentences
9	Chapter 17: Clauses: Who, That, Which, and Where Chapter 18: Run-on Sentences
10	Chapter 19: A Review of Sentences and Sentence Errors
11	Chapter 20: Pronouns Chapter 21: A Review of Punctuation
12	Chapter 22: Balance and Order Within Sentences Chapter 23: Writing and Editing
13	Review for Final
14	Final Exam

HOUSTON COMMUNITY COLLEGE SYSTEM



OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

FILING AND RECORDS CONTROL -- OFOC 1008

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

This course is designed for students with developmental disabilities.

COURSE DESCRIPTION

The course focuses on the principles, procedures, and techniques of modern business record control. Alphabetic, numeric, and geographic filing systems are presented. 78 clock hours.

COURSE OBJECTIVES

Upon completion of this course, the students will be able to:

1. Focus on the systems approach to managing information recorded in any form.
2. Identify practical guidelines for establishing a records management system in paper form.
3. Manage and control documents from creation to disposition.
4. Identify the latest technological advances in the records management field.
5. File alphabetically, numerically, and geographically.
6. Analyze and discuss detailed information on careers in record keeping.

TEXTBOOK

Indexing and Filing Workbook, 4th Edition, The H.M. Rowe Company, 1991.

Filing Essentials: A Filing Practice Set, The H.M. Rowe Company, 1992.

REFERENCE MATERIAL

Provided by the instructor as needed.

EVALUATION AND GRADING

Attendance, class participation, completion of assigned material, daily work, and tests will be weighted as follows:

Test	35%
Class Participation and Attendance	25%
Assigned Problems and Practice Sets	40%
Total	100%

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 60

Assignments

Week	
1	Introduction
	Unit 1: Indexing Personal Names
2	Unit 2: Indexing Hyphenated Surnames and Surnames with Prefixes
	Unit 3: Indexing Names with Titles
3	Unit 4: Indexing the Names of Businesses and Other Organizations
	Unit 5: Indexing Abbreviations and Symbols
	Test
4	Unit 6: Indexing Business Names The Include Personal Names and Hyphenated Names
	Unit 7: Indexing Business Names with Compound Words and Directional Words
5	Unit 8: Indexing Business Names with Identical Names; Filing Business Names Containing Numbers
	Unit 9: Indexing the Names of Federal, State, and Local Governments
6	Unit 10: Cross-Referencing
	Test
7 and 8	Alphabetic Practice Set
9	Numerical Practice Set
10 and 11	Geographic Practice Set
12	Review
13	**Final Exam**

HOUSTON COMMUNITY COLLEGE SYSTEM

OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

BUSINESS CALCULATIONS -- OFOC 1009

This syllabus is modified for students with developmental disabilities.

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

COURSE DESCRIPTION

Designed to develop competency in the operation of calculation machines, while acquiring basic math skills. The "touch system" is used to perform calculation and math problems.

COURSE OBJECTIVES

The student should be able to do the following:

1. gain sufficient understanding of mathematical skills and concpets to be able to apply them to other business courses and in his or her ~~won~~ own personal needs as a consumer, worker, and citizen.
2. have a knowledge of basic mathematical terms.
3. improve his or her knowledge and understinding of decimals, fractions, and percentages in order to handle his or her personal finances in the most profitable manner.
4. increase his or her knowledge of the varied taxes; payroll deductions, city and state sales taxes, etc.
5. become familiar with varied banking services.

TEXTBOOK

Using Calculators for Business Problems, Third Edition, Gary Berg and Leo Gafney

REFERENCE MATERIAL

Will be handed out by instructor.

EVALUATION AND GRADING

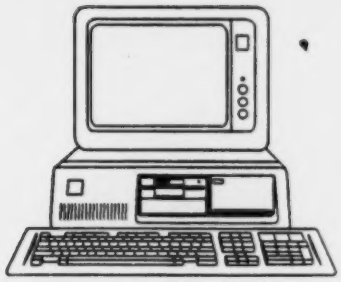
Chapter exams	60%
Homework and class participation	20%
Final exam	20%

BUSINESS MATH AND CALCULATIONS -- OFOC 1009

WEEK	ACTIVITIES
1	Orientation Lesson 1 - The Touch System: Addition by Rows and Columns Lesson 2 - The Touch System: Addition and Subtraction of Whole Numbers
2	Lesson 3 - Calculating with Decimal Numbers: Addition and Subtraction Lesson 4 - Place Value and Rounding
3	Lesson 5 - Multiplication of Whole Numbers and Decimals Lesson 6 - Division of Whole Numbers and Decimals Test 1
4	Lesson 7 - Use of the Constant
5	Lesson 8 - Use of the Memory Keys Lesson 9 - Petty Cash and Banking
6	Lesson 10 - The Meaning of Percent Lesson 11 - Discount Test 2
7	Lesson 12 - Multiple Discounts Lesson 13 - Markup
8	Lesson 14 - Revenue, Expenses, and Profit by Division
9	Lesson 15 - Payroll Test 3
10	Lesson 16 - Percent of Increase or Decrease and Prorating Lesson 17 - Sales Quotas
11	Lesson 18 - Simple Interest Lesson 19 - Compound Interest
12	Lesson 20 - True Annual Interest Rate Test 4
13	Lesson 21 - The Income Statement
14	Lesson 22 - The Balance Sheet Lesson 23 - The Postclosing Trial Balance Test 5
15	Review
16	FINAL EXAM

1

HOUSTON COMMUNITY COLLEGE SYSTEM



OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

OFFICE PRACTICE 1 -- OFOC 1012

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

This syllabus is modified for students with developmental disabilities.

COURSE DESCRIPTION

A course to acquaint the student with the office world, the opportunities available, and to provide a unified perspective of office procedures and practices.

COURSE OBJECTIVES

This course will enable the student to:

1. perform a variety of office tasks through simulations
2. develope and improve habits of reading, writing, speaking and listening skills
3. basic clerical skills
4. recognize the importance of team and human relations
5. focus on the development of self-esteem and motivation
6. Identify ideas for develdoping a good relationshjip with coworkers and supervisors.

TEXTBOOK

Rita C. Kutie and Joan L. Rhodes, Procedures for Administrative Support in the Automated Office, Third Edition, Prentice Hall, 1991

REFERENCE MATERIAL

Standard Dictionary

EVALUATION AND GRADING

Evaluation and Grading are based upon attendance, class participation, completion of assignments, chapter tests, and final examination.

Class participation and attendance	20%
Assignments	20%
Special Projects/Activities	20%
Chapter tests	20%
Final examination	20%

Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

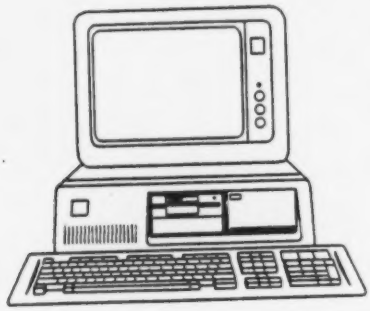
60 - 69 = D

Below 60 = F

SECRETARIAL OFFICE PRACTICE I -- OFOC 1012

WEEK	ACTIVITIES
1-2	UNIT ONE-EVOLUTION OF JOBS IN THE AUTOMATED OFFICE Chapter 1: Role of the Secretary: Yesterday and Today CHAPTER QUIZ
3	Chapter 2: Administrative Support Jobs: Today and Tomorrow CHAPTER QUIZ
4	UNIT TWO-AUTOMATED OFFICE TECHNOLOGY Chapter 3: Cornerstones of the Automated Office: Data Processing and Word Processing CHAPTER QUIZ
5	Chapter 4: Word Processing Equipment and Office Applications Software CHAPTER QUIZ
6	UNIT THREE-WORKING FOR AND WITH PEOPLE Chapter 5: Human Relations Skills and Techniques CHAPTER QUIZ
7-8	Chapter 6: Communication Process in the Office CHAPTER QUIZ
9-10	Chapter 7: Composition and Compilation Tasks CHAPTER QUIZ
11-12	Chapter 8: Efficient and Effective Work Habits CHAPTER QUIZ
13-14	Chapter 9: Improvement of Performance and Productivity CHAPTER QUIZ
15	Review
16	FINAL EXAM

HOUSTON COMMUNITY COLLEGE SYSTEM



OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

SECRETARIAL OFFICE PRACTICE II -- OFOC 1013

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

This course is designed for students with developmental disabilities.

COURSE DESCRIPTION

A modified course designed to enable students to successfully apply for and hold general office positions using textbook work, mini-simulations, role-playing, guest speakers, and evaluation and training with the Model Programs Job Coach.

COURSE OBJECTIVES

This course will enable the student to:

1. recognize the importance of selecting appropriate copying and duplicating processes;
2. develop the methods of effective oral communication through the use of the telephone, including changes in telephone systems, telephone etiquette, techniques and procedures;
3. to compile additional information in order to update and compose a job resume and a job reference sheet;
4. perform a variety of office tasks through mini-simulations;
5. improve basic clerical skills such as language arts, word processing, bookkeeping principles, electronic keyboarding, records management, telephone communications, effective time management, and mail management;

6. recognize the importance of team work and attitude adjustments through human relations and interpersonal communications skills; and

7. enhance professional growth and development while preparing for the job search.

TEXTBOOK

Kutie, Rita C. and Rhodes, Joan, L., Procedures for Administrative Support in the Automated Office, 3rd Edition, New Jersey: Prentice Hall, Inc., 1991.

REFERENCE MATERIAL

Standard Dictionary

EVALUATION AND GRADING

Evaluation and grading are based upon attendance, class participation, completion of assignments, chapter tests, and final examination. (One free question on final exam or equivalent for students with perfect attendance.)

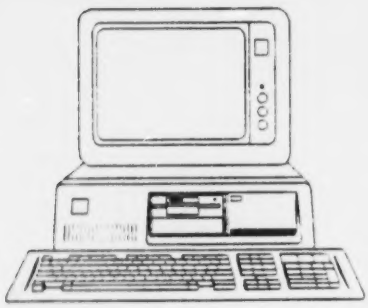
Class participation and attendance	20%
Assignments	20%
Special Projects/Activities	20%
Chapter Tests	20%
Final Examination	20%

Grading Scale	
90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

ASSIGNMENTS

Week		
1	Chapter 10:	Information Storage and Retrieval
2	Chapter 11:	Reproduction of Information
3	Chapter 12:	Distribution of Information - Voice
4	Chapter 14:	Mail and Shipping Services
5	Chapter 15:	Dictation, Transcription, Proofreading and Editing Tasks
6	Chapter 16:	Business Meetings
7	Chapter 18:	Financial Tasks
8	Chapter 19:	The Right Job
9 and 10	Chapter 20:	Your First Job
11	Activities with Job Coach	
12	Review	
13	Final	

HOUSTON COMMUNITY COLLEGE SYSTEM



OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

HUMAN RELATIONS -- OFOC 1014

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

This course is designed for students with developmental disabilities.

COURSE DESCRIPTION

Designed to help the student gain insight into personal behavior, to develop the human relations skills necessary to get along with others in the business world, and to help the student develop personal and professional goals.

COURSE OBJECTIVES

To assist the student in gaining insight into personal behavior, to develop the human relations skills necessary to get along with others in the business world and to help the student develop personal and professional goals.

The course aims specifically at helping the student assess his or her personality to find out what changes and improvements must occur in preparation for successful employment. This course will enable the student to:

1. focus on the self-concept and set the stage for self-understanding and the development of self-esteem;

2. deal with work adjustment and productivity, the challenges of fitting in and getting along, the development of self-motivation, and cultivation of productive work habits;

3. identify ideas and strategies for developing a good relationship with coworkers and supervisors;

4. analyze and discuss three of the most common problems faced on the job - conflict, stress, and discrimination;

5. gain an understanding of communications skills on the job;

6. make day-to-day decisions regarding ethical behavior and standards of conduct in the workplace;

7. prepare for the long road to career development.

TEXTBOOK

Wallace, Harold R. and Masters, Ann L., Personality Development for Work, 6th Edition, Cincinnati: South-Western Publishing Co., 1989.

Wallace, Harold R. and Masters, Ann L., Workbook: Personality Development for Work, 6th Edition, Cincinnati: South-Western Publishing Co., 1989.

EVALUATION AND GRADING

Students will be required to adhere as closely as possible to the weekly schedule. Submit all completed assignments to instructor for evaluation at the end of each class period. (Keep a notebook of completed work for future reference.)

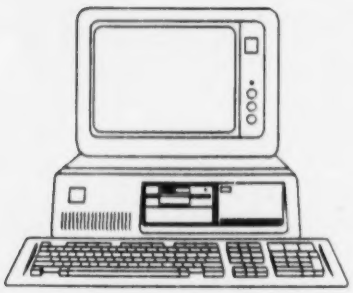
Criteria for evaluation should suit the needs of the class and the point of view of the instructor. In assigning final grades, the following criteria are recommended:

Grade		Factors
A	90 - 100	Completed all assignments, changed in measurable ways, demonstrated concept mastery by scoring well on objective tests, and participated in class discussions.
B	80 - 89	Completed all assignments, participated in class discussions and scored in an acceptable manner on objective tests but still retain some of their defensive attitudes or negative outlooks.
C	70 - 79	Did not complete assignments, participated minimally in class discussion, achieved less than acceptable scores on the objective tests, and showed no measurable changes in behavior.
D	60 - 69	Performance is below average.
F	Below 60	Performance is unacceptable.

ASSIGNMENTS

Week	
1 and 2	Chapter 1: Understanding Your Inner Self
3	Chapter 2: Developing Your Success Identity Chapter 3: Developing a Positive Attitude
4	Chapter 4: Fitting In and Getting Along
5	Chapter 5: Developing Your Productivity: Motivation Chapter 6: Developing Your Productivity: Work Habits
6	Chapter 7: Working with Coworkers Chapter 8: Getting Along with Your Supervisor
7	Chapter 9: Coping with Conflict Chapter 10: Managing Stress and Emotions
8	Chapter 11: Recognizing Discrimination
9	Chapter 12: Establishing Communication Channels
10	Chapter 13: Getting Your Message Across
11	Chapter 14: Your Standards of Conduct
12	Chapter 15: Moving Ahead in Your Career
13	Final Exam

HOUSTON COMMUNITY COLLEGE SYSTEM



OFFICE OCCUPATIONS DEPARTMENT

SYLLABUS

PC FUNDAMENTALS -- OFOC 1040

This syllabus is modified for students with developmental disabilities.

INSTRUCTOR NAME: _____ **START DATE:** _____

STUDENT NAME: _____ **END DATE:** _____

COURSE DESCRIPTION

Designed to teach students the fundamentals applications of personal microcomputers. Emphasis is placed on vocabulary, hardware, and software related to business. Various word processing, Word Perfect and DOS software.

COURSE OBJECTIVES

To decrease and remove intimidation caused by computer illiteracy by providing the student a fundamental concept of computer purpose, function, and utilization. Through a series of guided studies in several software application programs.

TEXTBOOK

Microcomputer Applications, Learn PC Video Series. Regents/Prentice Hall, Englewood Cliffs, New Jersey 07632.

REFERENCE MATERIAL

Will be given by instructor.

EVALUATION AND GRADING

Students' diskettes are dedicated to this course and maintained in the classroom. Students are advised to adhere as closely as possible to the attached basic schedule of activities. Grading is based on the following system:

class participation and attendance	10%
completion of lessons	60%
tests	30%

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
59 & below	F

SUPPLIES Two 3-1/2" or 5-1/4" High Density Diskette
Notebook Paper
Pen

OFOC 1040

PC FUNDAMENTALS CLASS SCHEDULE

WEEK	ACTIVITIES	
1	INTRODUCTION: IBM PC Video, Buzzwords Video Exploring the IBM PC	
2	Review of Keyboard	
3	DOS Video and Lesson I: Getting Started	TEST
4 & 5	Lesson 2 Using the Commands of DOS	TEST
6	Lesson 3 DOS and Disk Management	TEST
7	Lesson 4 File Management	TEST
8	Word Perfect - Lesson 1 Typing & Editing Text Lesson 2 Utilizing Funcion Features	TEST
9	Lesson 3 Mouse Support and Menu	
10	Lesson 4 Enhancing and Printing Documents Lesson 5 Blocking Text	TEST
11	Lesson 6 Printing	TEST
12	Lesson 7 Using Speller and Thesaurus	TEST
13	Lesson 8 Mananging Files	
14	Continuation of Lesson 8	TEST
15	REVIEW	
16	FINAL	

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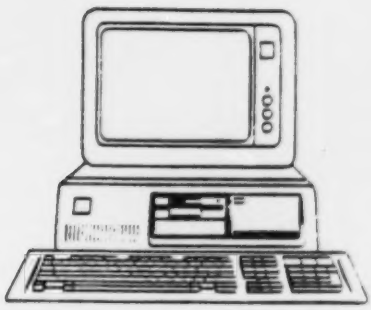

OFFICE
OCCUPATIONS
DEPARTMENT

SYLLABUS

TYPING I -- OFOC 1050

INSTRUCTOR NAME: _____ START DATE: _____

STUDENT NAME: _____ END DATE: _____

This course is designed for students with developmental disabilities.

COURSE DESCRIPTION

Foundation in typewriting is provided with correct keystroking, touch control of the keyboard character, and proper manipulation of operative parts. Production problems involve centering and using proofreading skills. Formats of announcements, short reports, and personal letters are included.

COURSE OBJECTIVES

At the end of this typing course, the students will be able to:

1. Operate the entire keyboard by touch.
2. Proofread typewritten material, mark and count errors, and correct errors.
3. Answer correctly at least 90 percent of the questions on an objective test.
4. Make correct word divisions and line-ending decisions.

TEXTBOOK

Series Six Gregg College Typing Kit: Basic. Ober, Poland, Hanson, Rosetti, Lloyd, and Winger. Gregg Division McGraw-Hill Book Company, 1989.

SUPPLIES

Lead Pencil, Pocket Folders

EVALUATION AND GRADING

Students are required to adhere to the attached weekly schedule. Final grade will be based on class participation, the completion of daily assignments, and proper keyboarding techniques.

50%	Alphabetic / Numeric Keys (by touch)	
20%	Assignments --	Centering (vertical / horizontal)
		Correspondence
		Progress Test
30%	Final Exam	
100%	Total	

OFOC 1050 ACTIVITY SHEET

Below are assigned lessons (tasks) taken from your textbook and laboratory manual. You are expected to keyboard them within the week given. Your drills will be announced by the instructor. The instructor will also inform you on when to turn in your weeks assignments.

Weeks 1 - 3	Unit 1: Keyboarding -- The Alphabet Lessons 1 - 5
Weeks 4 & 5	Unit 2: Keyboarding -- The Alphabet Lessons 6 - 10
Weeks 6 & 7	Unit 3: Skill Development Lessons 11 - 15
Week 8	Unit 4: Keyboarding -- The Numbers Lessons 16 - 20
Week 9	Unit 5: Keyboarding -- The Symbols Lessons 21 - 25
Week 10	Unit 6: Correspondence Lessons 26 - 30
Week 11	Unit 7: Reports Lessons 31 - 35
	Unit 8: Tables Lessons 36 - 40
	Unit 9: Correspondence Lessons 41 - 45
Week 12	Unit 10: Reports Lessons 46 - 50
	Unit 11: Forms Lessons 51 - 55
Week 13	Unit 12: Skill Refinement (Review) Lessons 56 - 60
Week 14	Final Exam

PERSONAL PROFILE

Name: _____ Sex: _____ Age: _____

Address: _____

Instructor: _____ S.S. # _____

Disability: Physical Mental Both Medication: Yes No

Counseling: Yes No

EDUCATION

Semester: _____

	Low	Average	Above Average	High
Attendance:				
Punctuality:				
Material Knowledge:				
Retainment:				
Cooperation:				

COMMENTS:

SKILLS

	Low	Average	Above Average	High

Social Skills:

Verbal Skills:

Communication Skills:

Writing Skills:

COMMENTS:

ACADEMIC

Strengths:

Weakness:

INDIVIDUAL

Shy Quiet Outgoing Loud

Personality:

Low Average Above Average High

Self Esteem:

Attitude:

Motivation:

Comments:

LIVING CONDITIONS

With Parent/Guardian Group Home On Own

Residence:

Supportive Controlling Uninvolved

Family Relations:

Own Metro-MetroLift Parents

Transportation:

CAREER OBJECTIVES

Interests:

Currently have a job: Yes No

Last job held:

COMMENTS:

OVERALL ASSESSMENT

SIGNATURE:_____

DATE:_____

CURRICULUM SKILLS AREA

	NEEDS WORK	OK	STRONG
OFFICE			
Messenger			
Attendance slip pick-up			
Using stapler			
Stamping return address on envelopes			
Postage stamps/address labels			
Collating			
Stuffing envelopes			
Filing			
Operating copier			
Mail sort/delivery			
Stamping papers			
Folding papers			
Answering the phone			
Writing messages			
Able to type			
Use of computer			
Spelling			
SOCIAL SKILLS			
Demonstrates appropriate behaviors when in school setting			
Cooperates with instructors, lab assistants, other students			
Utilizes class time appropriately and productively			
Addresses individuals with respect			
Accepts constructive criticism			

	NEEDS WORK	OK	STRONG
COMMUNICATION			
Uses sounds/gestures			
Uses key words/signs			
Speaks clearly			
Writes clearly			
SCHOOL/ WORK ATTITUDES			
Stays on tasks/ assignments			
Responds willingly within situations			
Performs repetitive jobs daily			
Works as a team player			
Responds appropriately to criticism			
Accepts change in routine interactions			
Does assignments			
Aware of surroundings			
Attention span			
WORK HABITS/ABILITIES			
Follows simple directions			
Demonstrates simple problem solving ability			
Initiates learned tasks independently			
Demonstrates correct use of tools and materials			
Performs tasks at appropriate times			
Identifies and corrects mistakes			
Accepts change in routine			

	NEEDS WORK	OK	STRONG
FUNCTIONAL ACADEMIC SKILLS			
Aware of time/ clock functions			
Identifies breaks/ lunch time			
Tells time to the hour/ minute			
Uses a calculator			
Simple counting			
Adds/ Subtracts whole numbers			
Attendance			
Use of 10 key machine			
PERSONAL HYGIENE HABITS			
Dresses appropriately for school/ work			
Demonstrates appropriate behavior			
Cleans up after self			
Demonstrates responsibility for personal belongings			

COMMENTS:

Student Handbook for Modified Office Occupations Classes

Attendance Policy

1. Student will inform the instructor in advance of planned absences as well as planned tardiness.

2. Student will inform instructor by telephone the day of any unexpected absence and say why they will be out.

   Call Model Programs / Life Skills 527-3522

   Leave a message with the secretary or on the answering machine for the instructor whose class you will be missing.

3. Both student and the instructor will keep a running total of combined hours missed due to tardiness or absences. When the student has missed six hours of the allowable twelve, the following steps will be taken.

   after 6 missed hours: a written warning from the instructor will be given

   after 9 missed hours: a meeting with the instructor will be held

   after 12 missed hours: the student stands a chance of being dropped from the class

   (one absence will count as three missed hours)

4. The above guidelines for being dropped only apply to unexcused absences and tardiness.

Modifications in Teaching

1. Students will be counseled by appointment in the Model programs Office, Room 102, first floor in the San Jacinto Building. Call the secretary at 630-1864 for an appointment.

2. The instructors and a Model Programs counselor will help students make choices about whether they need modifications such as individual testing, oral exams, note taking help, etc.

3. Instructors will meet individually with students a few weeks into the semester to discuss modifications.

Grooming

1. Students are expected to keep hair neatly combed and styled at all times.

2. Clothing will be clean and coordinated to make a presentable appearance appropriate for a college campus.

3. Makeup, if worn, should be appropriate and freshly applied.

4. Underarm deodorant and clean breath are musts for those in contact with others in a classroom, business, or social setting.

5. On designated days, students will dress in their office attire. Shirts, ties slacks, and dress shoes for men, and ladies will wear appropriate skirts, dresses, suits, or pants outfits. Students are expected to dress "professionally."

6. Please do not be anxious about acquiring an extensive wardrobe, but do expect feedback if you don't meet standards.

Support Group

A self-help support group, facilitated by one of the teaching assistants, will be help once a week for an hour. The group has been successful in the past for promoting friendship and relieving anxiety by talking about personal and school issues. All shared information will be strictly confidential, and there will be not "put-downs" allowed.

I have read the information in this student handbook, and understand its contents.

Signed: _____

Date: _____

Department of Model Programs
Office Occupations
Student Evaluation

Student Name: _____

Dates: _____

Class: _____

Please rate the student using the following scale:

5 - Excellent 4 - Above average 3 - Average

2 - Below average 1 - Unacceptable

Attendance	1	2	3	4	5
Punctuality	1	2	3	4	5
Social Behavior	1	2	3	4	5
Appearance	1	2	3	4	5
Participation	1	2	3	4	5
Completes Task	1	2	3	4	5
Works with Peers	1	2	3	4	5
Appears Motivated	1	2	3	4	5

Comments:

Form prepared by Stephanie Boger-Mehall

Date_____

_____,

This is a formal notice that you have missed six or more hours of class in _____. If a total of nine hours is missed, a meeting will be set up between you, your instructor, and the Program Mananger. After twelve hours, you have a chance of being dropped from the class.

Student's signature_____

Instructor's signature_____

Office of Community Relations and Public Information, 22 Waugh Drive, P.O. Box 7849,
Houston, TX 77270-7849 • (713) 866-8328; FAX: (713) 869-6167

HOUSTON COMMUNITY COLLEGE SYSTEM

NEWS RELEASE

For immediate release - August 3, 1993
For more information contact Sue Moraska, 630-1864

College Program Offers New Opportunities To Developmentally Disabled

Central College's award-winning Life Skills Program, which teaches basic academic and independent living skills to students with developmental disabilities, is expanding its services by offering students the opportunity to enter the working world.

Life Skills, a part of the college's innovative Department of Model Programs, recently received a grant to fund the Office Occupations Certificate Program. Program instructor, Sue Moraska, said the one-year program will teach developmentally disabled students to be office assistants and will include a 12-week practicum.

Courses have been designed to meet the students academic and physical needs, and include training in business math, computer fundamentals, filing, office practices, human relations, and job readiness. Students will get help with job placement and will be monitored by the staff of the Department of Model Programs and the Mental Health and Mental Retardation Authority of Harris County.

Without this program, Moraska said, these students would probably remain unemployed. The project also lets the college support a segment of the community that previously had few educational opportunities and helps to integrate these students into the college setting.

Plans are to use the program as a statewide model and incorporate partnering activities that include local agencies, institutions of higher education, parents, students, and a broad-based advisory committee.

Orientation and registration is August 17 from 6-8 p.m. Classes will meet Monday through Friday from 9 a.m. to 2 p.m. Fall classes will include Office Practice I, Business Calculations, and PC Fundamentals. Cost is $198.70 per semester; books are $90. Financial aid is available.

The Life Skills Program is the recent winner of the Leadership Houston organization's Futurism Award, one of the top awards in the city. As just one of the creative and innovative programs that spring from the Department of Model Programs, Life Skills was awarded for its originality, creativity, and effectiveness in addressing the future needs of a particular problem or population.

Central College is one of the six colleges in the Houston Community College System. For information, contact Sue Moraska, 630-1864.

The Houston Community College System does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap.

HOUSTON COMMUNITY COLLEGE SYSTEM

CENTRAL COLLEGE

MODEL PROGRAMS

OFFICE OCCUPATIONS CERTIFICATE PROGRAM WITH SUPPORT FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

GOAL: To provide office skills training to students with developmental disabilities.

PURPOSE: The Office Occupation Certificate Program concentrates on effectively promoting individuals with disabilities into the business workforce. The courses in Office Occupations, when completed, lead to certification as an office assistant.

STUDENT REQUIREMENTS: The one year Office Occupation Certificate will be awarded to those students who complete 960 clock hours of certificate requirements. Courses will include Business Calculations, PC fundamentals, Office Practice I and II, Filing, Business English, Typing I, Human Relations, and Job Readiness Training. Included in this curriculum is a 12 week practicum in a job site in the business community or within the college system itself.

SPECIAL ACTIVITIES: A mentoring program will unite Office Occupations students with members of the HCCS honor society, Phi Theta Kappa, to work together on special projects. Students will attend job readiness seminars which will focus on self esteem issues and time management. Upon completion of the program, a formal graduation ceremony will be held in honor of student accomplishments.

STAFF:

Dénnis Heller, M.A., L.P.C., L.M.F.T., Coordinator,
Department of Model Programs
Sue Moraska, Project Manager
Robert Sims, Instructor
Raymond Veal, Instructor
Linda Madzia, Job Developer
Pam Brown, Instructor Assistant
Rosie Suarez, Instructor Assistant
Matt Garza, Instructor Assistant
Donna Scott, MHMRA Liaison

FOR MORE INFORMATION CALL: (713) 630-1864

Houston Community College System does not discriminate on the basis of race, color, national origin, sex, age or disability.

BEST COPY AVAILABLE

HOUSTON COMMUNITY COLLEGE SYSTEM

CENTRAL COLLEGE MODEL PROGRAMS

OFFICE OCCUPATIONS CERTIFICATE PROGRAM WITH SUPPORT FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES

FALL

COURSE		TITLE	CLOCK HOURS
OFOC	1009	BUSINESS CALCULATIONS	78
OFOC	1040	PC FUNDAMENTALS	78
OFOC	1012	OFFICE PRACTICE I	78

SPRING

COURSE		TITLE	CLOCK HOURS
OFOC	1014	HUMAN RELATIONS	78
OFOC	1008	FILING & RECORDS CONTROL	78
OFOC	1013	OFFICE PRACTICE II	78

SUMMER

COURSE		TITLE	CLOCK HOURS
OFOC	1005	BUSINESS ENGLISH	78
OFOC	1050	TYPING I	78

FOR MORE INFORMATION CALL 630-1864

C J Jordan B S Keller
Signature

10/8/93
Date

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Model Programs creates new course for learning disabled

Through the cooperative effort of the Department of Model Programs and Office Occupations, a new course has been created to serve students with learning and/or developmental disabilities. The staff of the project includes: Top row, up (l-r) Carolyn Jordon, Dennis Heller, Donna Scott, Dr. Martin Houg, and Robert Sims. Front row (l-r) Linda Madzia, Rosie Suarez, Mary Robertson, Sue Moraska, and Thomas Fortenbaug (student). Not pictured are Fred Woolridge, Raymond Veal, and Pam Brown. Photo by Ernie Chan.

Angela R. Sacco
Editor

The Department of Model Programs, in cooperation with Business Careers, have joined together to create a new course for students with developmental disabilities and learning disabilities.

Office Occupations, a one-year certificate program, is designed to teach students office protocol, while at the same time give them the information they need to land a job. "The clock-hour courses are centered around basic office procedures which will enhance the development of professional office etiquette," said Linda Madzia, job developer for the program. Madzia will also plan and hold seminars which will focus on job readiness issues. Donna Scott, a liasion for Mental Health and Mental retardation Authority (MHMRA), will be in charge of making referrrals, student evaluations, and job placement assistance.

Most of the 30 students currently enrolled in the program are graduates from the Life Skills Program, which is the recent winner of the Leadership Houston's Futurism Award. Office Occupations will begin October 4, and is still looking for 10 more students for the 1993-94 year.

Dennis Heller, coordinator of Model Programs and Carolyn Jordon, department head for Office Occupations have jointly worked together to make this program a reality.

Robert Sims, instructor, said "Courses have been designed to meet the students' academic and physical needs, and include training in business math, computer fundamentals, filing, office practices, human relations, and job readiness." Students will get help with job placement and will be monitored by the staff of Model Programs and the MHMRA of Harris County after placement.

Phi Theta Kappa has agreed to serve as mentors, helping the students improve their computer skills. All those enrolled in the class have the opportunity to become members of the Eagles Club, a student organization at Central College that focuses on community service. Last year the club sponsored a Valentine's Dance, which turned out to be one of the most popular student events of the Spring semester. Currently, the Eagles Club is selling Gold C coupon books as a fund-raiser. Interested buyers can call 630-1864 to purchase a book.

"We are really breaking new ground," said Sue Moraska, project manager. "Nobody else is doing a program of this type with this particular population. Two of our graduates from Life Skills are employees of the College and distribute all of Central College's mail."

Special thanks are extended to Dr. Engle, Dr. Durnovo and Fred Woolridge, whose continued support has made this program possible.

If you would like more information about the program, you can contact Sue Moraska, project manager at 630-1864 or 630-1865.

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Model Programs hosts panel discussion

PHOTO BY ERNIE CHAN/EGALITARIAN

Central College was the site for the Nov., 30 seiminar entitled "Students With Mental Retardation And Or Developmental Disabilities: Why Shouldn't They Be Allowed Access To The Community College?" A panel included guest speakers from Developmental Disabilities Dual Diagnosis Center, Association for Retarded Citizens Metro-Council, Easter Seal Society, and Mental Health Mental Retardation Association. The next seminar is scheduled for January 28, 1994. For more information call 630-1864.

College and the ADA

MARTIN N. HOUG, PhD
GUEST COLUMNIST

The Americans with Disabilities Act (ADA), passed in 1990, is intended to enable individuals with disabilities to attend college on an equal basis with all other students.

College students with a wide range of disabilities are eligible for a variety of services based on their specific needs. Reasonable accommodations are designed to minimize or eliminate the impact of a disability; and, in every real sense, to level the playing field. The goal always is to minimize the impact of the person's disability; however, accommodations should never provide an unfair advantage over other students.

The law protects any person with a "physical or mental impairment" that "substantially limits one or more major life activities."

Included under the act are the following:

- persons with mobility impairments, such as those who suffer from paralysis or use wheelchairs, crutches, or walkers
- persons who have lost one or more limbs
- persons who are blind or have vision impairments; persons who are deaf or are hearing impaired
- persons who have mental or psychological disorders, including mental retardation, emotional and mental illness, and learning disabilities
- persons with one of a hundred more difficult psychological disorders, including depression and post-traumatic stress syndrome
- persons with serious contagious and non-contagious disfigurements, such as burn victims.

Protected groups include those with a record of an impairment (i.e. a history of an impairment) such as individuals who have undergone psychiatric counseling, someone who has a history of cancer that is in remission, or someone who has a history of drug or alcohol abuse.

If you meet any of these qualifications you should consider registering with Model Programs and Services to Students with Disabilities. You will be given an intake interview to determine eligibility and to discuss developing strategies to promote success in college. Or, be a friend and refer someone who needs assistance - who knows, it may make a significant difference in their lives. Just call 630-1864 to make an appointment.

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CENTRAL COLLEGE
DEPARTMENT OF MODEL PROGRAMS

FOCUS: STUDENTS WITH MENTAL RETARDATION AND OR DEVELOPMENTAL DISABILITIES: WHY SHOULDN'T THEY BE ALLOWED ACCESS TO THE COMMUNITY COLLEGE?

AGENDA

NOVEMBER 30, 1993
TIME: 1:00 P.M. - 3:00 P.M.

SIGN IN AND REFRESHMENTS

WELCOME AND BRIEF OVERVIEW OF MODEL PROGRAMS - DÉNNIS HELLER, COORDINATOR MODEL PROGRAMS

SERVICES AVAILABLE TO STUDENTS WITH DISABILITIES AT CENTRAL COLLEGE - SUE MORASKA, OFFICE OCCUPATIONS PROGRAM PROJECT MANAGER

INTRODUCTION OF GUEST SPEAKERS - LINDA MADZIA, OFFICE OCCUPATIONS PROGRAM, JOB DEVELOPER

PANEL DISCUSSION:

NAME	APPROACH
DR. KAY LEWIS; ASSOCIATE PROFESSOR OF PSYCHIATRY AND BEHAVIORAL SCIENCES, DEVELOPMENTAL DISABILITIES AND DUAL DIAGNOSIS CENTER	MEDICAL
LYNNE CLEVELAND; PRESIDENT OF THE ASSOCIATION FOR RETARDED CITIZENS METRO-COUNCIL	DEMOGRAPHIC
RUSTY SMITH; VICE PRESIDENT FOR PROGRAM SERVICES, EASTER SEAL SOCIETY	COUNSELING
LYNN PUDNEY; DIRECTOR, UNLIMITED POTENTIAL, EASTER SEAL SOCIETY	PARTNERSHIP WITH H.C.C.S. CENTRAL COLLEGE
DONNA SCOTT; LIAISON, MENTAL HEALTH MENTAL RETARDATION ASSOCIATION	PARTNERSHIP WITH H.C.C.S. CENTRAL COLLEGE

QUESTIONS AND ANSWERS

WRAP UP

DOOR PRIZE DRAWING!

THE MODEL PROGRAMS DEPARTMENT WOULD LIKE TO THANK YOU FOR ATTENDING. OUR NEXT PRESENTATION IN THIS SERIES OF SEMINARS IS SCHEDULED FOR JANUARY 28, 1994, FROM 1:00 P.M. TO 3:00 P.M. KEY SPEAKERS, DÉNNIS HELLER AND DR. MARTIN HOUG, WILL ADDRESS ALL THE SERVICES PROVIDED BY THE DEPARTMENT OF MODEL PROGRAMS FOR STUDENTS WITH DISABILITIES. PLEASE JOIN US.

CENTRAL COLLEGE
DEPARTMENT OF MODEL PROGRAMS

disABILITY DAY-APRIL 12, 1994

"Beyond The ADA: Solutions That Work For Students"

SCHEDULE OF ACTIVITIES

9:00 a.m. - 4:00 p.m.	The Central College/Higher Education Coordinating Board Conference, BEYOND THE ADA: SOLUTIONS THAT WORK FOR STUDENTS, will be held in Room 125 of the J.B.Whitely Building. (registration form available in Room 102, San Jacinto Building)
9:00 a.m. - 4:00 p.m.	An exhibit of community agencies which serve people with disabilities will be located in the main hallway of the San Jacinto Building, Central College
12:00 n. - 1:00 p.m.	A Metro-Lift forum will be held in the Auditorium of the San Jacinto Building. The purpose of this forum is to discuss improvement of services to students with disabilities.

PLEASE JOIN US!

See Agenda On Reserve Side

BEYOND THE ADA: FINDING SOLUTIONS THAT WORK FOR STUDENTS WITH DISABILITIES

TENTATIVE AGENDA

April 12, 1994
Houston Community College System/Central College
J. B. Whitely Building, Room 125

9:00	Welcome	Dr. James P. Engle, President Dr. Maya Durnovo, Dean of Administration & Student Services
9:10	Overview/Pretest	John Baker
9:30	Disability Awareness	Joe Bontke
10:00	Break	
10:15	Legal Issues for Community/Technical Colleges	Joe Bontke
10:30	Student Recruitment/Career Counseling	John Baker
11:00	Agency Panel Discussion	John Baker, Facilitator
12:00	Lunch	
1:00	Video provided by ADA Technical Assistance Center	
1:30	Setting up Model Programs	Dennis Heller, M.A., L.P.C.
2:15	First Breakout Session	
3:00	Break	
3:15	Second Breakout Session	
4:00	Questions and Answers/Evaluation	

Breakout Sessions

1.	ADA: Legal Issues/Question and Answer Session	Joe Bontke
2.	Assistive Technology	Andrew Sanchez
3.	Specific Modifications for Students with Disabilities	Dennis Heller

HOUSTON COMMUNITY COLLEGE
CENTRAL COLLEGE

DEPARTMENT OF MODEL PROGRAMS

APPRECIATION TEA

MAY 19, 1994, 3:00 P.M. - 5:00 P.M.

GOURMET DINING ROOM-CAFETERIA,
3RD FLOOR OF THE SAN JACINTO BUILDING

PROGRAM OF ACTIVITIES

WELCOME	DR. ENGLE, PRESIDENT DR. DURNOVO, DEAN
RECOGNITION OF STAFF	DÉNNIS HELLER, COORDINATOR
AWARDING CERTIFICATES OF APPRECIATION	LINDA MADZIA, JOB DEVELOPER DÉNNIS HELLER

TEA AND FUN TOGETHER!

OFFICE OCCUPATIONS ADVISORY BOARD MEMBERS

CHAIRPERSON: JoAnn Long

VICE CHAIRPERSON: Linda Madzia

SECRETARY: Tamara Reindl

Houston Community College-Central
Model Programs
D'ENNIS HELLER: Coord/Community Development
1300 Holman
Houston, Texas 77004
Office: 630-1864
Fax: 942-7226

* * * * * * * * * * * * *

Houston Community College-Central
Business Careers
CAROLYN JORDAN: Office Occupations
1215 Holman #100
Houston, Texas 77004
Office: 630-7258
Fax: 527-0812

* * * * * * * * * * * * *

Houston Community College-Central
Life Skills/Office Occupations
SUE MORASKA: Instr./Project Manager
1301 Alabama
Houston, Texas 77004
Office: 527-3522
Fax: 520-5796

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Houston Community College-Central
Office Occupations
LINDA MADZIA: Job Developer
1301 Alabama
Houston, Texas 77004
Office: 527-3522
Fax: 520-5796

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Houston Community College-Central
Financial Aid
JADE BORNE: Financial Aid Specialist
1300 Holman
Houston, Texas 77004
Office: 630-1860
Fax: 524-1703

Houston Community College-Central
Project Independence
SHIRLEY PACETTI: Coord. Project Independence
1301 Alabama
Houston, Texas 77004
Office: 524-8546
Fax: 942-7226

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Association for the Developmentally Disabled
Houston Office Center
JAMES G. OLSON: Chief Executive Officer/Mayors Committee
6001 Gulf Freeway Unit C-4
Houston ,Texas 77023
Office: 926-3025
Fax: 926-4842

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Houston Center for Independent Living
H.C.I.L.
JOANNLONG
7000 Rengency Square Blvd. Ste. 160
Houston, Texas 77036
Office: 974-4621

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Mental Health and Mental Retardation Association
M.H.M.R.A.
DONNA SCOTT: Placement Supervisor
2401 East Holcombe
Houston, Texas 77021
Office: 741-8728
Fax: 741-8729

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Region IV Education Service Center (ESC)
BARBARA EPPERSON: Educational Consultant
7145 West Tidwell
Houston, Texas 77092
Office: 462-7708
Fax: 744-6514

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Easter Seal Society
LYNN PUDNEY: Director Unlimited Potential
1475 West Gray
Houston, Texas 77019
Office: 529-3417

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Rappaport Associates
MITCHELL RAPPAPORT
P.O. Box 31724
Houston, Texas 77231-1724
Office: 541-6144

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Developmental Disabilities and Dual Diagnosis Center
D.A.D.D.
DR. KAY LEWIS: Associate Professor of Psychiatry and Behavorial Sciences
University Texas Health Science Center
LEE KINAL: Psychological Associate II D.A.D.D. Coordinator
1300 Moursund 195A
Houston, Texas 77030
Office: 522-4995

Houston Independent School District
H.I.S.D./Special Education
NORMA YOUNG: Special Education
3830 Richmond
Houston, Texas 77027
Office: 892-6700
892-6390

* * * * * * * * * * * * *

Alief Independent School District
A.I.S.D./Special Education
JACK LAMPHERE: Asst. Superintendent for Special Education
P.O. Box 68
Alief, Texas 77411
Office: 498-8110
ext. 3420

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Parent
KATHLEEN WRIGHT
7722 Fairdale
Houston, Texas 77063
Home: 974-0160

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Compaq Computers
TAMARA REINDL
P.O. Box 692000
Houston, Texas 77269
Office: 370-0670

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Access Unlimited
SHERRY LOWRY
3535 Briarpark Dr. #102
Houston, Texas 77042
Office: 781-7441

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Director of Theatrical Ensemble
QUEENIE RUTH SUMMERS
515 Richmond Ave. #183
Houston, Texas 77056
Office: 780-0333
Home: 626-3507

* * * * * * * * * * * * *

Texas Rehabilitation Commission
MIKE SCHEPPERLY: Area Manager/West Field Office
8100 Washington Ave., Ste. 130
Houston, Texas 77007
Office: 862-5294
Fax: 862-2016

CENTRAL COLLEGE

HOUSTON COMMUNITY COLLEGE SYSTEM

Department Of Model Programs
San Jacinto Building, Room 102
630-1864

January 11, 1994

Dear Board Member:

Thank you for agreeing to serve on our Advisory Board for Office Occupations. The Model Programs Department is dedicated to serving all students with disabilities and providing reasonable accommodations when appropriate. Your commitment and leadership is greatly appreciated.

The minutes from our last meeting are enclosed for your review, as well as our meeting agenda. We are currently collecting names of five employer contacts from each board member to add to our mailing list. We will be using this list to invite potential employers to our luncheon to be held on February 25, 1994. We hope to secure more internship placements and set up a (BAC) Business Advisory Council.

Our next meeting will be February 3, 1994, at 2:00 p.m. in Room 221 of the San Jacinto Building, 1300 Holman. A map is enclosed for your convenience. If you can not attend, please try to send a representative in your place. For further questions call Sue Moraska or Linda Madzia at 527-3522 or 630-1864.

Thanks again for your continued support to this innovative program.

Sincerely,

Sue Moraska

Sue Moraska, Project Manager
Office Occupations/Model Programs

encl:

1300 Holman, P.O. Box 7849, Houston, TX 77270-7849 • (713) 630-7205; FAX (713) 524-1703

PROPOSED BYLAWS

ADVISORY BOARD
Office Occupations /LIFE SKILLS PROGRAM
HOUSTON COMMUNITY COLLEGE SYSTEM

PURPOSE

To assist and advise the Department of Model Programs and Disabled Student Services in the development of Support Services for the Life Skills Program. This program is designed to address the development of appropriate and reasonable educational modifications for students needing appropriate support systems which enhance their educational and motivational capabilities.

COMPOSITION

The Advisory Board shall be selected by the Houston Community College and shall be composed of the following:

One (1) representative of the Houston Community College System administration, or designee,

Two (2) representatives of community organizations dedicated to the Interests of disabled persons,

Two (2) parents of students currently enrolled in the Life Skills Program, and/or participating students,

Two (2) representatives of the area corporate/business communities,

Two (2) representatives of area educational agencies, and

Two (2) representatives of area governmental agencies which include components dedicated to the interests of the disabled community.

Vacancies on the Board shall be appointed by the President, the Dean of Students, or the Director of Services to Students With Disabilities, Central College. This shall occur to each Annual Organizational meeting. The representative of the Houston Community College System shall serve at the will of the President. All other Board members shall serve for terms of two (2) years, with the exception that during the 1992-93 term, one-half (1/2) of the members in each representative category shall serve for one (1) year. A retiring member of the Board may be appointed to serve consecutive two (2) year terms, with the exception of a parent or student representative.

A vacancy which may occur during a board term will be filled by the president, or his/her designee.

An annual term of the board shall begin on August 1, and shall conclude on the following July 31.

ROLE OF ADVISORY BOARD

Active participaton of Board members is expected. Absences from Board meetings should be preceded by a notice to the Board Chairperson in order to be excused. A position on the Board may be declared vacated in the event of three (3) unexcused absences during an annual term.

Participants will be assigned to serve on sub-committees to establish and fullfill designated goals and objectives.

OFFICERS OF THE BOARD

The Officers of the Board shall be:

Chairperson
Vice-Chairperson
Secretary
Treasurer
College Representative/Liaison

Officers of the Board shall serve one (1) year by majority vote of the Board membership. The board Chairperson shall appoint a Nominating Committee who shall prepare a slate of officers for nomination at the regular May meeting of the Board. Election of officers shall take place at the regular June meeting of the Board, to take office in August. Officers shall be active members of the Board, and may be elected to serve consecutive terms.

The Chairperson shall preside at all meetings of the Board, shall call special meetings, as may be required, and shall appoint special committees and their chairpersons.

The Vice-Chairperson shall assist the Chairperson, and shall preside at meetings of the Board in the absence of the Chairperson. In the event of a vacancy in the office of Chairperson, The Vice-Chairperson will assume those duties until a replacement is elected by majority vote of the Board.

The Secretary shall keep the minutes of meetings, and shall maintain a file of essential records.

The Treasurer shall receive, deposit and expend funds of the Board, and shall maintain records of all Board financial transactions. Expenditures shall be made with approval of the Board.

The Liaison shall maintain on-going communication with the Houston Community College System as may be necessary for the effective functioning of the Board and the Life Skills Program.

The Officers of the Board shall constitute the Executive Committee.

Meeting

There will be five (5) regular meetings of the Board during each term, to be held in October, January, March, May, and June. Annual organizational business (i.e., committee assignment, mmeting calendar, etc.) shall be conducted at the regular August meeeting of the Board.

A quorum of the membership shall be present in order to conduct business of the Board. A majority of the Board membership shall constitute a quorum.

Special meetings of the Board may be called by the Chairperson as required.

COMMITTEES

Standing Committees of the Board shall be:

Advocacy
Curriculum Development
Executive
Fiscal
Nominating

Ad Hoc and special comittees may be appointed at the discretion of the Executive Committee. Appointments to such committee(s), including designation of the committee chairperson, shall be made by the Chairperson of the Board. The Executive Committee shall determine the term of such committee (s).

AMENDMENT OF BYLAWS

The Bylaws of the Advisory Board may be made at the written request of the Houston Community College System or a member(s) of the Advisory Board, and by two-thirds (2/3) majority vote of the rd membership.

HOUSTON COMMUNITY COLLEGE/CENTRAL COLLEGE
DEPARTMENT OF MODEL PROGRAMS/OFFICE OCCUPATIONS PROGRAM

STUDENT ACCOMMODATIONS

Persons with disabilities are our nation's largest and fastest growing minority. More than 2.5 million people with disabilities live in the state of Texas. One out of every five Americans has some type of disabling condition. The U.S. Census Bureau estimates that in 20 years that ratio will increase to one out of every two people in our country. Community colleges, four year colleges, and universities are seeing an increase in the number of disabled applicants and students demanding accommodations as well as an increased number of job applicants and employees with disabilities asserting their rights.

The Office Occupations Certificate Program strives to establish partnerships among Houston's business community and higher education. These partnerships are key in providing the link that enables students to make the transition from the classroom to the workplace. We are seeking your support in three major categories: Internship, Business Advisory Council, and contributions.

HOW YOU CAN BENEFIT

INTERNSHIP - The internship period encompasses the final two months of the 960 clock hour program. The student will spend approximately 20 hours per week during an eight week period. The internship provides hands on experience in an actual working environment. By participating in an internship, students are given the opportunity to encounter several areas of interest which will serve to enhance their learning and growth potentials. Internships are an excellent way for a department to evaluate skills and gain insight into how well an individual with a disability can function in a business setting.

BUSINESS ADVISORY COUNCIL - The Business Advisory Council (BAC) will be made up of a number of selected employers who represent Houston's business community. While serving as a BAC member, your career expertise will be called upon to help our staff develop training exercises specifically tailored to meet the needs of today's businesses. Members will actively be involved in assisting with internship placement, scholarship evaluation and resource development. Involvement in this way not only reflects a commitment to education but a commitment to your community by taking on a leadership role.

CONTRIBUTION - We understand your time is very valuable and some of you may not have the opportunity to participate in the internship program or serve on a board. In this case, your financial support would certainly help us. The Office Occupations Certificate Program is in need of various training equipment such as typewriters and computers currently not funded under the Carl Perkins Grant. A scholarship fund would like to be established for those students who meet the entrance requirements but do not qualify for financial aid. Also, any personal suggestions or wishes concerning the distribution of funds will also be taken into consideration.

Your support in any form would greatly enhance our program. Please contact Linda Madzia, Job Developer at 527-3522 for details.

Community-based internship opportunities provide students with real-life, functional experiences in a work environment. By participating in this educational service, students are given the opportunity to gain valuable skills which hopefully will enhance their chances of obtaining jobs once they graduate. Your participation in this survey will help us understand the needs of businesses in our community.

1) If known, what is the title of the internship position?

2) Which job skills will be required to competently perform the given work:

___ reading skills
___ writing skills
___ listening skills
___ oral communication skills
___ team worker
___ telephone skills
___ copy machine skills
___ filing skills
___ other

3) Will the internship position require routine interaction with other employees or will the intern work more independently?

4) Does the internship position require interaction with the public?

___ yes ___ yes, but very little ___ no

5) Will your organization appoint an individual to serve as the intern's supervisor/liaison who will be available for instructional services should the student have any questions?

___ yes ___ no

6) Is it possible to work out a schedule that would be both flexible and complimentary to student and trainee?

___ yes; hours and days may be worked out
___ no; hours and days are set

7) Is there an accessible bus route to your facility for those students who rely on public transportation?

___ yes ___ no

8) Are handicapped accommodations provided in your work facility for those who may require such assistance?

___ parking
___ restrooms
___ wheelchair ramps

9) Would your employees be interested in an informal presentation given by one of the Office Occupations staff regarding working with individuals with disabilities?

___ yes ___ no

10) If qualified, would a student intern be considered for employment should a future job present itself?

___ yes ___ no

11) What do you expect from this internship experience?

_____
_____
_____
_____

12) Has your organization ever participated in an internship training opportunity?

___ yes; with whom _____
___ no

13) Please check areas of interest:

	Definite	Possibility
Business Advisory Council	_____	_____
Provide Internship	_____	_____
Contribute to Scholarship fund/ supplies	_____	_____

14)Other businesses/organizations you feel may be interested in participating in this type of educational service

Referral: contact name _____
business _____
phone # _____

Any additional comments you have will be greatly appreciated!

_____
_____
_____

Your business/organization: _____
_____
Representative: _____
Phone number: _____

Thank You for your time

AGENDA

METRO FORUM

Welcome: James G.Olson

Guest Presentations:

Commissioner Mamie Townsend Chairman of Transportation Committee

Chairman Billie Roberts Coalition for Houston Transportation Problems

Houston City Council Member Joe Roach

Metro Staff

Questions and Answers:

Program Manager Sue Moraska Houston Community College Central Campus

Forum on Public Transportation
METRO and HCC

To be held at the Auditorium
San Jacinto Building
Houston Community College
Main Campus
1300 Holmann

From 12:00 p.m. to 1:00 p.m.
APRIL 12, 1994

For more info: Sue Moraska 527-3522

The Department of Model Programs
Office Occupations Advisory Board
First Annual Business Advisory Council Luncheon

PROGRAM AGENDA
March 25, 1994
12:00-2:00

12:00	Participant Arrival/Begin Luncheon
12:30	Welcome: Dr. James P. Engle, President Dr. Maya Dumovo, Dean of Administrative and Student Services
12:45	Introduction of Board Members: Linda Madzia, Job Developer
12:50	Slide Presentation: Sue Moraska, Project Manager
1:00	Student Speaker: Nicole Embry
1:10	Internship/Job Placement: Linda Madzia, Job Developer
1:25	Closing Remarks: Sue Moraska, Project Manager
1:30-2:00	If there are further questions, they can be addressed to our Office Occupations staff at this time.

* * * * * * * * * * * * *

Special thanks are extended to E.W. Bill Wright, Vice President of Investments, PaineWebber Inc. and Randall's for providing the food for today's luncheon. Flowers were donated by Agnas Aaron of "Flower & Co.", and Rudy of "Flower Corner." The punch for today was donated by Kroger #159, Lloyd Marshman manager.

DEPARTMENT OF MODEL PROGRAMS
OFFICE OCCUPATIONS CERTIFICATE PROGRAM

Advisory Board Meeting
Agenda
November 18, 1993
2 p.m. - 4 p.m.

Sign-In & Refreshments

Welcome - Dennis Heller

Introduction of Members

Program Goals and Objectives - Sue Moraska

Suggested Committees (Sign-Up)

A. Fund-raising/Scholarship
B. Development
C. Public Affairs
D. Nominating (for Board Officers)

Ideas and Suggestions

Closing Remarks

Thank You...
for attending this first meeting.
Your involvement and commitment
is greatly appreciated!

Advisory Board Meeting
Minutes from
November 18, 1993
2:00 p.m. - 4:00 p.m.

(1) Dennis Heller, Model Programs coordinator, welcomed all members. A brief introductory from each member followed. A packet of information, including a copy of the grant and program literature, was distributed.

(2) Sue Moraska, Office Occupations programs manager, introduced program goals and objectives to be carried out by the board. Possibilities of suggested committees included:

A. Fundraising/Scholarship
B. Development
C. Public Affairs

(3) The idea of creating a scholarship fund, which involved fundraising was introduced. An upcoming luncheon, tentatively set for February 25th was discussed. The idea behind the luncheon was to invite potential employers in hopes of securing internship for our students in the fall. Kathleen Wright and Linda Madzia agreed to head the function. On the same note each advisory board member was asked to turn in a list of five names of possible employer contacts.

(4) A long term goal of the board is to hold a fundraiser during the month of October '94.

Holding an open house at the school for potential employers and parents was brought up, however no dates or times were set.

(5) Concerning the appointment of board officers, JoAnn Long has generously agreed to hold the title of Head Chairperson, and Linda Madzia, has committed herself to Vice Chairperson. We still need to appoint a secretary/treasurer.

(6) The agenda for the February third meeting will focus on:

A. Introductory of members unable to attend the first meeting.
B. Board Officers -introduce & appoint Secretary/Treasury.
C. Discuss in depth proposed luncheon.
D. Set dates for open house.
E. Approve Bylaws.
F. Discuss committees.

I look forward to our next meeting.

Sincerely, Linda Madzia

Linda Madzia

DEPARTMENT OF MODEL PROGRAMS
OFFICE OCCUPATIONS CERTIFICATE PROGRAM

ADVISORY BOARD MEETING
MINUTES
FEBRUARY 3, 1994
2:00 P.M. - 4:00 P.M.

Sue Moraska, Program Manager, welcomed all members present. First time members unable to attend November's meeting were introduced and welcomed.

Reviewing the appointment of officers from the last meeting: Jo Ann Long- Head Chairperson, Linda Madzia- Vice Chairperson. It was discussed we appoint a secretary to this board and Tamara Reindl has agreed to take on this role. It was decided we wait to appoint a treasurer until we have established access to outside monies.

Linda Madzia brought up the idea of the proposed "Employer Luncheon" for discussion. The board has agreed to take this project on as one of its yearly objectives. The idea behind this to to gather as many interested business professionals as possible, get them in the same room, and give an informative presentation on Central's new Office Occupation's Certificate Program. Ideally this would be a way to secure internship sites for the first group of students enrolled in this program and possibly a way to create a Business Advisory Council for the program. Several dates were discussed and March 25th was the date finalized for this function. The time will be from 12:00 to 2:00, Rm 125 J.B.Whitely. Individuals committing to this organizational committee are Kathleen Wright, Jo Ann Long, Linda Madzia and Sue Moraska. It was decided by the board to send out formal invitations to this event by March 1st, 1994. Members are encouraged to submit their lists of five individuals tied in to the business community in order to devise a guest list for the luncheon. A follow up survey was also introduced as a means of getting feedback. Linda Madzia agreed to create this.

With the decision to have the "Employer Luncheon" on the 25th of March it was decided to postpone setting a date for an "Open House".

Sue Moraska introduced a new member, James Olson and the two of them discussed the possibility of organizing a Metro forum in efforts

to address problematic transportation issues. James Olson said he would try and contact key city council members and Metro board officials to see if they would be willing to attend. He will report on this during our next scheduled meeting.

Sue Moraska distributed proposed Bylaws for review and discussion. The board agreed on the content and would like to adopt the laws.

This meeting was adjourned at 3:45. The next meeting will be April 7, 1994.

Signed,
Linda Madzia
Linda Madzia

ADVISORY BOARD MEETING

March 1, 1994

2:00 Room 125 J.B. Whitley Building

AGENDA

Sign In and Refreshments

Finalize Luncheon:

- Turn In Names
- Go Over Invitations
- Food and Drinks
- Decorations

Discuss Format of Luncheon:

- Agenda
- Speakers
- Name Tags ?
- Survey

Ability Day Conference:

- Date
- A.B. Participation (Metro Forum)

Next meeting is schedule for April 7th at 2:00 p.m.

Thank You for Attendory!!!

ADVISORY BOARD MEETING

THURSDAY, APRIL 7, 1994

AGENDA

I. Sign In

II. Minutes from Last Meeting

III. Discuss Old Business

A. Employer Luncheon
   1. Evaluate

B. Business Advisory Council
   1. Organize
   2. Recruit Members
   3. Brochure

IV. New Business

A. Upcoming ADA Conference - April 12th, 1994

B. Open House
   1. Dates?
   2. Target Population

V. Additional Business/Comments

VI. Adjourn Meeting

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Next Schedule Meeting
Thursday, June 9th , 1994

ADVISORY BOARD MEETING
Minutes from
June 9th, 1994
2:00-4:00

Linda Madzia, Advisory Board Vice-Chairperson, called this meeting to order at 2:25. Ten members were present. Mike Scheoperly, board member, invited Judy Psenda, TRC's West Area Manager, to attend. Judy expressed interest in this program and would like to be considered for membership on this board for next term.

Award recognition certificates for "Outstanding Support to Model Programs" were handed out to those members present, who were unable to attend the "Awards Recogniton Tea" on May 19, 1994.

Sue Moraska, Office Occupations Program Manager, went over the 1993-94 program report. Program objectives and activities were discussed in detail. Each member was handed a program evaluation form to complete, turn in, and be filed. This evaluation was developed to get an overall assessment of how the A.B. members viewed the program and to obtain insight into what needs to be reformed before the next enrollment period. Members not present will be mailed an evaluation form to be completed and turned in.

Linda Madzia reported on the internship placement progress. To date, 21 sites are secured for the students internships which will begin the first of October running until the end of November. It was noted the students will spend 20 hours per week at the job site. This internship period will be viewed as an extension of the classroom and it will not be a paid internship.

Sue Moraska proposed a list of dates and times for upcoming meetings. It was decided that we wait until more members were present before we finalize the new schedule.

No date has been officially set for the next regrouping meeting. Linda Madzia will follow up by contacting each member when a time is arranged.

This meeting was adjourned at 4:00 pm.

Linda Madzia
Job Developer

Linda Madzia

DEPARTMENT OF MODEL PROGRAMS
OFFICE OCCUPATIONS ADVISORY BOARD MEETING

AGENDA

JUNE 9, 1994
2:00-3:30 P.M.

Sign in and refreshments

Hand out awards — Linda Madzia

1993-94 Program Report — Sue Moraska

Internship placement report — Linda Madzia

Proposed Schedule of Board meetings for next year:

October	7th	Friday	2:00 P.M.
January	27th	Friday	2:00 P.M.
March	31st	Friday	2:00 P.M.
May	5th	Friday	2:00 P.M.
June	9th	Evaluation	2:00 P.M.

Complete Evaluation

Discuss new ideas for next year (Fundraisers, scholarship, etc.)

Adjourn!

THANKS AGAIN FOR YOUR SUPPORT AND COMMITMENT TO THIS PROJECT!